

Brockway Area School District Comprehensive Plan for 28-day Review

According to PDE, every 3 years, each school district must develop and submit to the department a Comprehensive Plan. The Comprehensive Plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.

If you have any questions regarding the plan, please contact Mr. Vizza, Superintendent at 814-265-8411 or jvizza@brockway.k12.pa.us

Effective 8/15/23: The Comprehensive Plan is available for review on the district website as well as the District Business Office. Additional components to the Comprehensive Plan including the Academic Standards and Assessment Requirements, Gifted Education Plan Assurances, Student Services Assurances, Induction Plan and Professional Development Plan are also available for review.

BROCKWAY AREA SD

40 North St

Comprehensive Plan | 2024 - 2027

Steering Committee

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Jacob Newcamp	Student	High School Student	

LEA Profile

The Brockway Area School District is a small rural public school district, located in Northwestern Pennsylvania. Our district encompasses three counties and five municipalities: Jefferson, Clearfield, Elk, Brockway Borough, Washington Twp., Snyder Twp., Polk Twp., and S. Horton Twp. The Brockway Area School District consists of two buildings: The Jr./Sr. High School, consisting of grades 7-12, and the Elementary School, with grades K-6. Our school district serves just under 1,000 students.

Currently, 44% of our student population receives free or reduced price lunches. The majority of our student population are Caucasian (98.3%) and come from middle class families. These families mostly consist of a blue-collar workforce with a high school education. The students of the Brockway Area School District are afforded a rigorous and relevant educational curriculum and opportunities that include 9 Advanced Placement courses, 11 honors courses, enrollment with local colleges/universities and a cyber or cyber-blended educational approach. Students also have the opportunity to attend a local comprehensive CTE school. Scholarships are awarded annually along with an accessible locally-funded student loan program for Brockway Alumni. Extracurricular activities play an active role in our district to provide a well-rounded educational experience for our student body, they include: sixteen varsity sports programs, band, chorus, school musicals and plays, numerous clubs, agricultural experiences, and the FFA program.

The borough of Brockway has a variety of industries consisting of glass manufacturing, powdered metal plants, and health care industries. Our community and organizational resources consist of local and state police departments, ambulance and local fire services, medical and dental services, public library, local food pantries, a children's park and pool facility, and recreational organizations. There are a number of service groups including: The Kaimanns, the American Legion, Boy and Girl Scouts, the Knights of Columbus, the Park and Recreation Board, and a local museum. The community affords our students many enrichment activities and programs at the public library and through Workforce Solutions. They also work closely with our guidance department to expose our students to the demands of today's workplace. The community also works closely with our school district by offering students the opportunity for summer employment, and opportunities to complete community service hours for their graduation projects.

The Brockway Area School District and the greater community understand the importance of working together to provide our youth the opportunities and experiences that enable our students to learn and succeed. The school district has built a trusting and caring reputation with the community. Without the two entities working together, our students would not have the opportunity to achieve their fullest potential in our ever-changing society.

Mission and Vision

Mission

The mission of the Brockway Area School District, in partnership with our community, is to prepare our students to achieve their fullest potential in an ever changing society.

Vision

The future success of the Brockway Area School District will feature strong academics, a committed faculty, involved parents, and a wide range of activities that enrich the lives of our students.

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Educational Value Statements

Students

We believe consistent standards of excellence, responsible behavior and recognition of achievement lead to self-discipline and academic success.

Staff

We believe in developing individual talents, a sense of self-worth and a desire for knowledge for a lifetime of learning. We believe all students can learn and should be challenged to achieve their fullest potential.

Administration

We believe it's the responsibility to provide all students a quality education through a highly effective faculty, quality facilities, and a safe, clean and welcoming learning environment.

Parents

We believe education should help to prepare our students to become productive members of our community and its future.

Community

We believe cooperation between school, students, parents, and community is vital to the development of a successful school district.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
At the elementary school, all grade levels exceeded the state averages on all PSSA tests. (ELA, Math, Science)	No
98.6% of our elementary school students completed Career Standards Benchmarks.	No
The school district's 4-year cohort for graduation already exceeds the statewide 2030 goal.	No
The elementary school in grades 3-6 are departmentalized.	No
After school tutoring is provided for all students in grades 3-12.	No
The school district hired an individual to work on academic interventions with elementary students two days a week.	No
Curriculum mapping is an on-going initiative in each of our buildings.	Yes
The elementary school in grades 3-6 are departmentalized.	No
After school tutoring is provided for all students in grades 3-12.	No
Curriculum mapping is an on-going initiative in each of our buildings.	Yes
92% of our elementary students met annual growth.	No
Career Readiness folders are being completed in grades 3-11. We are very organized in our collection of the evidence to make sure we have areas of each strand in the portfolios.	No
Collectively shape the vision for continuous improvement among the department.	No
All student groups met the performance standard for College and Career Measures.	No
Our dual enrollment courses provide students with an opportunity to receive college credits while still enrolled in high school.	No
All faculty and staff work collectively to identify and address our student's needs.	Yes
Our school district possess a positive school environment and climate.	Yes

The school district continues the process of aligning curriculum and teaching methods to the state standards.	Yes
The school district receives tremendous support from the greater community.	No
Departmentalization in grades 3-6	Yes
Aligned primary reading series to Common Core	No
After school tutoring for grades 4-6 three months/year	No
TDA are practiced at both the elementary and HS	No
All faculty and staff work collectively to identify student needs.	Yes
Positive school environment and climate.	Yes
Aligning curriculum and teaching with state standards.	Yes
Excellent support from the community	Yes
Our main strength is ELA as we are meeting or exceeding our target goal.	No
Collectively shape the vision for continuous in improvement	No
Due to extra funding made available, we were able to purchase Chromebooks, Web Cameras, Document Cameras, and Chromebook touches for students and staff.	No
Attendance at Elementary is great.	No
ELA state assessments at the HS were good.	No
Departmentalizing at the elementary in grades 3-6	No
At the HS, 42.9% of grade 7 math are on track	No
At the HS, 47.7% of students are above the state average.	No
Career Readiness folders are being completed in grades 3-11. We are very organized in our collection of the evidence to make sure we have areas of each strand in the portfolios.	No
Our district continues to offer programs and services to meet the needs of all of our students.	Yes

The district has a pre-referral system in place to identify and locate any students in need of additional support. The district utilizes various universal screeners to determine needs.	Yes
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Challenges

Challenge	Consideration In Plan
Our high students did not meet the statewide average for Regular Attendance.	Yes
High students in Math and ELA did not meet the statewide average growth score on the state assessments.	No
An increase of parental involvement at home would be beneficial to support academic and attendance challenges.	Yes
Continue to get community buy-in and involvement for district programs and initiatives. (Career Fair, Financial Literacy Fair, etc.)	No
To get complete buy-in from all teachers the importance of STAR testing in grades 1-8 for Math and K-8 in ELA.	No
To develop curriculum mapping for all math courses in the district.	Yes
Aligning professional learning with the identified needs based on personnel evaluation, school performance, and student learning needs.	No
Our mock interviews the last few years have been conducted virtually due to COVID. Providing students with the opportunity to have mock interviews with employers once again and receive constructive feedback would be beneficial for future employment opportunities.	No
Continuing to identify Industry Based Credentials that align with student career interests would benefit students by providing additional information pertaining to their future career path.	Yes
Finding necessary and meaningful professional development that can be completed during the school year.	No
Develop and implement strategies and resources for a greater impact on family support.	No
Have the ability to know that the state budget will be enough to support the district's programs and initiatives.	No
Continue to address the mental health needs of students and staff.	Yes
Math state assessments at the HS were lower than expected.	No

Only 12.1% of all students scored advance in math at the high school.	No
Some lower level classes have larger class sizes.	No
Students in grade 8 may be taking both the math PSSA and Algebra I Keystone.	No
We have had to modify our Career Readiness folders to make sure we have additional pieces of evidence due to the Coronavirus shutdown which prevented us from completing all the evidence in 19-20. We are doing additional pieces to make sure we have the required amount of evidence. A check sheet is being created to make sure students have the evidence they need.	Yes
Establishing equitable access to technology and the Internet for students within the district in grades K-12.	No
Addressing the mental health needs of students and staff throughout the district.	Yes
More parental involvement at home would help.	No
More ability grouping in grades K-3 would help.	No
Finding necessary and meaningful professional development	No
Collectively shape the vision for school improvement	No
Better strategies and resources for family support	No
Knowing the allocation of funds	No
Establishing equitable access to technology and the Internet for students within the district in grades K-12.	Yes
We did not meet the state goal at the HS for math on the PSSA.	No
We did meet the state goal at the elementary for PSSA math but with a slight decrease in performance.	No
Aligning professional learning with the identified needs based on personnel evaluation, school performance, and student learning needs.	No
Establishing equitable access to technology and the Internet for students within the district in grades K-12.	No
Addressing the mental health needs of students and staff throughout the district.	Yes
Training and curriculum alignment for the new state science standards.	Yes
Increase regular school attendance at the High School level.	Yes

Continue to identify and address students in need of additional support due to learning loss as a result of the pandemic.

Yes

Most Notable Observations/Patterns

The district was above the state average in all state assessments (grades 3-11). In addition, the district has addressed the learning needs of our students by providing additional after school tutoring programs, an intervention teacher, universal screeners to look at learning needs. The district will continue to address the mental health needs of our students and staff to improve academic and attendance performance.

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Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Curriculum mapping is an on-going initiative in each of our buildings.	The district will continue to work with the staff and IU to align the curriculum.
Curriculum mapping is an on-going initiative in each of our buildings.	
All faculty and staff work collectively to identify and address our student's needs.	
Our school district possess a positive school environment and climate.	
The school district continues the process of aligning curriculum and teaching methods to the state standards.	
Departmentalization in grades 3-6	
All faculty and staff work collectively to identify student needs.	
Positive school environment and climate.	
Aligning curriculum and teaching with state standards.	
Excellent support from the community	Community members in Brockway have always supported our schools. The school board, educational foundation, parents, and community leaders all adopt our philosophy to do what is best for students.
Our district continues to offer programs and services to meet the needs of all of our students.	Our district will continue to provide a school based social worker to address the mental health needs of our students. We will also work with staff, IU and the social worker to implement a SEL curriculum.
The district has a pre-referral system in place to identify and locate any students in need of additional support. The district utilizes various universal screeners to determine needs.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Our high students did not meet the statewide average for Regular Attendance.	We believe attendance has declined significantly since the pandemic.	Yes	The district needs to increase collaboration with local agencies to promote regular school attendance. The district will regularly check attendance and address any habitually truant students.
An increase of parental involvement at home would be beneficial to support academic and attendance challenges.		No	
To develop curriculum mapping for all math courses in the district.		No	
Continuing to identify Industry Based Credentials that align with student career interests would benefit students by providing additional information pertaining to their future career path.	We believe aligning the curriculum and embedding the IBC into the content areas will provide a pathway to graduation for all students.	Yes	We will work with the staff and IU to embed IBC's into various content areas to allow a pathway to graduation for all students.
Continue to address the mental health needs of students and staff.	We believe that the pandemic has increased the mental health needs of our students and staff. We will continue to provide a social worker to help meet these needs.	Yes	We will continue to provide a school based social worker to address the needs of our students K-12. We will also expand our SEL curriculum.
We have had to modify our Career Readiness folders to make sure we have additional pieces of evidence due to the Coronavirus shutdown which prevented us from completing all the evidence in 19-20. We are doing additional pieces to make sure we have the required amount of evidence. A check sheet is being created to make sure students have the evidence they need.		No	

Addressing the mental health needs of students and staff throughout the district.		No	
Establishing equitable access to technology and the Internet for students within the district in grades K-12.		No	
Addressing the mental health needs of students and staff throughout the district.		No	
Training and curriculum alignment for the new state science standards.		No	
Increase regular school attendance at the High School level.		No	
Continue to identify and address students in need of additional support due to learning loss as a result of the pandemic.		No	

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Goal Setting

Priority: The district needs to increase collaboration with local agencies to promote regular school attendance. The district will regularly check attendance and address any habitually truant students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	The district will improve regular school attendance by running attendance reports every other week to track habitually truant students. We will notify parents, have SAIP meetings to improve regular attendance and reduce unexcused absences and work with local agencies. The district will meet the state average for regular attendance by the 2026-2027 school year.	Attendance	Establish collaboration with local agencies (CYS, district magistrate, etc.).	Identify habitually truant students by running attendance reports every other week and notifying parents.	The district will improve regular school attendance by running attendance reports every other week to track habitually truant students. We will notify parents, have SAIP meetings to improve regular attendance and reduce unexcused absences and work with local agencies. The district will meet the state average for regular attendance by the 2026-2027 school year.

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Priority: We will work with the staff and IU to embed IBC's into various content areas to allow a pathway to graduation for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	The district will embed IBC's into various content areas to provide a pathway to graduation for all students.	IBC's	Collaboration with staff and IU to identify applicable IBC's.	Educate staff on IBC's relevant to their content areas.	The district will embed IBC's into various content areas to provide a pathway to graduation for all students.

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Priority: We will continue to provide a school based social worker to address the needs of our students K-12. We will also expand our SEL curriculum.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	The district will implement a SEL curriculum in various grade levels to support social emotional learning. The district will also support this through a school based social worker grades K-12.	Mental Health	Educate staff on SEL curriculum and referral process for social worker.	Identify and implement SEL program in targeted grade levels. Evaluate social worker caseload to determine needs.	The district will implement a SEL curriculum in various grade levels to support social emotional learning. The district will also support this through a school based social worker grades K-12.

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Action Plan

Action Plan for: Zones of Regulation						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Mental Health 		Pre and Post Assessment Decrease in behavioral referrals			Pre and Post Assessments (beginning and end of the year), social worker and guidance counselor	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identified targeted grade level teachers will receive training on Zones of Regulation.	07/01/2024	06/30/2027	IU Personnel Kristen Sholes-School Counselor Erin Hunger-School Social Worker	Zones of Regulation Professional Development	Yes	Yes

Action Plan for: SIS Focus Attendance reports						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 		Improvement of regular attendance Decrease of habitually truant students			Building Administrators Brian Mulhollan- Building Principal Mark Dippold- Building Principal Candace Patricelli- Building Principal	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Run attendance reports from the SIS system every other week to track habitually truant students. Hold SAIP meetings as warranted.	07/01/2024	06/30/2027	Building Administrators Brian Mulhollan- Building Principal Mark Dippold- Building Principal Candace Patricelli- Building Principal	SIS system	No	Yes

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Action Plan for: EdInsight (OnHands)

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> IBC's 	IBC's aligned to students' career choice.	Brian Mulhollan- Building Principal Robin Fillman- IU Personnel Monitoring of materials will occur yearly

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ensure IBC's are embedded into various content courses to allow a pathway to graduation for all students.	07/01/2024	06/30/2027	Brian Mulhollan- Building Principal Robin Fillman- IU Personnel	ReadySetWorkPa- pre-made online materials Metrix Learning/SkillUp- pre-made online materials EverFi- pre-made online materials MyCareerTech.com- pre-made online materials CareerSafe.com-pre-made online materials (OSHA)	Yes	Yes

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Professional Development Action Steps

Evidence-based Strategy	Action Steps
Zones of Regulation	<ul style="list-style-type: none"><li data-bbox="436 256 1478 289">• Identified targeted grade level teachers will receive training on Zones of Regulation.
EdInsight (OnHands)	<ul style="list-style-type: none"><li data-bbox="436 316 1743 349">• Ensure IBC's are embedded into various content courses to allow a pathway to graduation for all students.

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Professional Development Activities

Zones of Regulation Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identified targeted grade level teachers will receive training on Zones of Regulation. 	Targeted grade level teachers	SEL curriculum	Pre and Post Assesments	IU Personnel Kristen Sholes-Guidance Counselor Erin Hunger-Social Worker	07/01/2024	06/30/2027
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly for 10 weeks and then ongoing as needed				Professional Ethics	

IBC online resource training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure IBC's are embedded into various content courses to allow a pathway to graduation for all students. 	Staff in grades 7-12 along with guidance and administration	IBC pathways, including EdInsight and online training resources	Ensuring all students complete the IBC's embedded into the required courses.	Brian Mulhollan- Building Principal Shannon Yeager- Building Principal Heather Anderson- Guidance Counselor	07/01/2024	06/30/2027
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	Yearly updates				Teaching Diverse Learners in Inclusive Settings	

Communications Action Steps

Evidence-based Strategy	Action Steps
Zones of Regulation	<ul style="list-style-type: none">Identified targeted grade level teachers will receive training on Zones of Regulation.
SIS Focus Attendance reports	<ul style="list-style-type: none">Run attendance reports from the SIS system every other week to track habitually truant students. Hold SAIP meetings as warranted.
EdInsight (OnHands)	<ul style="list-style-type: none">Ensure IBC's are embedded into various content courses to allow a pathway to graduation for all students.

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Communications Activities

SEL					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identified targeted grade level teachers will receive training on Zones of Regulation. 	Targeted grade level teachers	SEL curriculum tied to the Zones of Regulation	IU Personnel Kristen Sholes- Guidance Counselor Erin Hunger- Social Worker	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Newsletter			Beginning of the implementation		
Email			Email to staff at the beginning of the implementation		
Presentation			Presentation to the staff involved		

Attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Run attendance reports from the SIS system every other week to track habitually truant students. Hold SAIP meetings as warranted. 	Students, parents and staff.	Attendance expectations and procedures	Candace Patricelli- Building Principal Mark Dippold- Building Principal Brian Mulhollan- Building Principal	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Letter			Beginning of the school year		
Presentation			Presentation to students at the beginning of each academic year		

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IBC information					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure IBC's are embedded into various content courses to allow a pathway to graduation for all students. 	Students, staff and parents	IBC that is aligned to a student's career choice.	Brian Mulhollan- Building Principal Heather Anderson- Guidance Counselor	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Posting on district website			Ongoing		

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